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ABSTRACT

In order to include listening training as part of a one credit, one-year study skills course, freshmen students in the college of basic studies of the University of Hartford (Connecticut) are given 12 weeks of listening exercises. The focus of each of the 12 weeks is as follows: Week 1--interviews about studying; Week 2--identifying good and poor listeners and rating self as a listener; Week 3--self analysis of listening strengths and weaknesses; Week 4--listening and looking for voice, visual, and verbal cues; Week 5--listening problem checklist; Week 6--positive and negative listening responses; Week 7--attention habits log; Week 8--listening to 10 important people; Week 9--listening trouble-shooting; Week 10--an indepth analysis of a listening situation; Week 11--listening notebook analysis; and Week 12--listening to solve problems. Throughout the 12 weeks, students are asked to keep a listening notebook and to include all their responses in this format. After becoming aware of their listening problems, students define their goals operationally and specifically; monitor their attitudes, skills, and behaviors; and reward themselves for achieving their listening goals. (Appendixes include exercises for each of the 12 weeks and a selected listening bibliography intended for college reading/learning specialists). (HOD)

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LISTENING INSTRUCTION: HOW IT IMPROVES COLLEGE READING

by

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International Reading Association
Fourth Northeast Regional Conference
Boston, Massachusetts
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What is the first, most basic language skill developed? What is the main channel of classroom instruction throughout the educational process? What is the most often used form of communication in schools and businesses? Which skill is the least frequently taught?

Listening, of course.

As teachers of reading at the post-secondary level, you have probably been asked innumerable times, "Why are they in college if they can't read?" When you announce that you also teach listening, the response is usually a mute stare of disbelief. Yet the starers themselves, unless they have had specific training, probably listen at no better than the 25% level - the level listening researchers have established and replicated repeatedly since such studies began in the 1920s. (Nichols, 1956)

In recent years a great deal of national interest has developed in improving the listening skills of college students who also require either remedial or developmental instruction in reading and study skills in order to complete successfully their college courses. Perhaps a reason is that many current students with poor high school records and low SAT scores have already had reading instruction, tutoring, or SAT preparation courses either privately or in their high schools. Thus, these students present a greater challenge to basic studies teachers because in spite of prior efforts, they still fail one or more of their initial college courses. However, they have had little or no direct instruction in listening, another powerful means of learning. With early training in effective listening, more

students may be able to pass more of their courses. Hence, retention efforts may be more successful.

At the College of Basic Studies (CBS) of the University of Hartford, we decided to provide listening training as part of our one credit, one year Study Skills course which all freshmen are required to pass. I will share with you a series of weekly listening exercises which may be used in a learning center setting, a reading/study skills course, or as a part of an advising program.

Students are asked to keep a Listening Notebook and to include all their responses in this format. You will notice that the principles of behavior modification are used. After becoming aware of their listening problems, they define their goals operationally and specifically, monitor their attitudes, skills, and behaviors, and reward themselves for achieving their listening goals. Concurrently, writing skills are also taught and practiced as they strive to improve their listening.

To become better listeners, students must also receive training in managing time, concentrating, improving memory, following directions, and problem-solving. Time limitations preclude any discussion of time management or memory improvement today. However, we will focus on the twelve weeks of listening excercises and provide a brief introduction to and rationale for each of them. The bibliography includes listening books, articles, and materials which are most useful to college reading/learning specialists rather than to professors of speech. For additional exercises see (Devine, 1982), (McKibben, 1982), (Newton and Binder, 1982), (Seidler, 1983), and (Wolvin and

Coakley, 1979). For suggestions about how professors can help students understand and remember more of what they hear in college classes, see (Conoway, 1982).

Week 1: Interviews about Studying

Students are often most willing to listen to upperclassmen who "know the ropes" and can, therefore, give them insiders' information about how, when, and where to study. This exercise is designed to orient freshmen to campus life and also to the habit of listening to one another as well as to their professors.

Week 2: Identifying Good and Poor Listeners
Rating Self As A Listener

Allow students to discover by observing others what they consider postive and negative listening attitudes, skills, and behaviors. Then they are ready to evaluate themselves through the "ears" of the listeners in their lives. Have them discuss their observations in small groups which then report back to the class. Thus, they build a strong knowledge base of information about characteristics of good and poor listeners as defined by their influential peers - and not only by the "experts." They will be more highly motivated to improve their listening by emulating those they know whom they perceive of as good listeners. This greater awareness and motivation will prepare them for the next week's exercise.

Week 3: Self Analysis of Listening Strengths and Weaknesses

They may need guidance in completing this exercise. Insure that they are well prepared to evaluate themselves, based not only

on what their peers listed as good and bad listener characteristics but also on criteria of listening authorities. These sources in your bibliography will be particularly useful: (Steil, 1982), Wolff and others, 1983), and (Wolvin and Coakley, 1982).

Week 4: Listening and Looking for the "3 V's"

In using this exercise, it is vital that students clearly understand that they are not in any way evaluating the speakers' skill in using voice, visual, and verbal cues, the "3 V's" speakers use to signal the importance and the organization of their information. Students are to notice what these cues are and how the cues can help them focus on the speakers' content and how it is organized.

It is usually necessary to remind students that listeners share equally with the speaker the responsibility for getting the message. The speaker does not have to placate, water down, entertain, and clarify ad nauseum. The listener shares 51% of the responsibility to hear and understand what is said and 100% of the responsibility to remember it. (Floyd, 1982) summarizes well the attitude which most untrained listeners share:

> In teaching a listening course each term I have observed that, without exceptions, initial attempts to discuss listener obligations and problems meet with resistance and resentment. Invariably, students want to switch the discussion back to speaker problems and responsibilities. They much prefer to discuss "boring teachers," "uninteresting topics," "too many big words," and "bad delivery" than to consider the possibility of inadequate listening.

This week's exercise is designed to help them discover the truth of the adage, "The student bears the laboring oar." They will learn how speakers use the "steering oar" via the "3 V's."

Week 5: Listening Problem Checklist

Students will continue to use this checklist for the duration of the course. However, before it is introduced, they may need further information about ineffective listening habits. Use the quiz "How to Rate Your Listening Talents" on p. 112 of the article, "Do You Know How to Listen?" (1980). Or use Steil's questionnaire for Sperry (1981) or another similar questionnaire to help them identify their listening problems. Then pass out this checklist. To provide practice in following oral instructions, remove the directions from the checklist and ask students to take notes in their Listening Notebook.

Week 6: Positive and Negative Listening Responses

Before using this exercise, explain clearly the emotional barriers to effective listening and how they can be overcome. See (Barker, 1971), (Steil, 1982), (Weaver, 1972), (Wolff and others, 1983), and (Wolvin and Coakley, 1982) for thorough discussions of listening barriers. Students also must know how to state goals and work toward achieving them.

Week 7: Attention Habits Log

Often students do not know what attention means. Assist them in defining attention in terms of concrete, specific, observable

behavior. Explain attention and concentration by describing fully and role-modeling the attitudes, postures, skills, and behaviors involved in paying attention while listening. Then distribute the exercise.

Week 8: Listening to Ten Important People in Your Life

This exercise combines all previous instruction and practice. Names of teachers and other persons should be omitted to avoid any problems that may arise if faculty feel they are being evaluated or criticized by students. Again, stress the listener's responsibility. The goal is to modify the listener's behavior, not the speakers'.

Week 9: Listening Trouble-Shooting

Usually our lives are all to replete with examples of bloopers, missed appointments, time wasted, and general mayhem caused by not listening well. This week they have an opportunity to list and discuss these listening breakdowns with the goal of preventing a repeat performance of them. These listening breakdowns must be described accurately, briefly, clearly, and in detail - the A, B, C, D's of good writing.

Week 10: An in-Depth Analysis of A Listening Situation

Have students read through all sixteen questions. Clear up any problems they have in understanding their task. Alessandra's book (1980), from which these questions were adapted, is oriented towards a business audience but provides a wealth of ideas for students and teachers. (To avoid sexist language, I have used the

pronoun "she" in the odd-numbered questions and "he" in the even-numbered.)

Week 11: Listening Notebook Analysis

Critical thinking and reading "between and beyond the lines" will be necessary to complete successfully this exercise. Usually students do better in their analyses if they first discuss their responses in a small group. Self-awareness often emerges during these conversational exchanges. Ask that they take notes about both categories: (1) What and/or to whom they listen well and (2) what or to whom they tune out or do not listen. Then ask them to write an essay comparing these two responses. Remind them that an essay should have an introduction, body, and conclusion and that they need to use the comparison/contrast format in writing the body of their paper.

Week 12: Listening to Solve Problems

One of these riddles, brain twisters, directions, and/or problems should be used each day but have been grouped under Week 12. Stress that "the answer" is never as important as the process by which the answer is derived. However, answers have been provided at the end of this report. See (Whimbey and Whimbey 1975) and (Whimbey and Lockhead 1982) for further exercises and for an excellent description of how to solve problems in a dyad, or pair: One problem-solver listens as the other reads the problem aloud and discusses how he or she is attempting to solve it. Both listening and problem-solving skills (as well as careful reading habits) improve by employing what Whimbey refers to as "cognitive therapy."

Much more is involved in teaching a listening course than we have touched upon by describing these exercises. Perhaps your curiosity has been aroused, and you are ready to begin. If so, contact the International Listening Association, 366 N. Prior Avenue, St. Paul, Minnesota, 55104 and become a professional.

Week ____: INTERVIEWS ABOUT STUDY/COURSES: LISTEN TO THE EXPERTS

Interview at least ten students to find out the answers to the below questions and to gather useful study materials. Record your answers in your Listening Notebook.

1. Where are the best study locations on and off campus?

2. What are the most efficient and effective study strategies to use? What techniques save you time and help you earn high grades on tests, exams, and papers?

   *Ask at least five Dean's List students when - where - how they studied in each of their courses.

   *Ask several students on probation how they studied. Avoid their methods!

   *Ask each teacher and your advisor for suggestions.

3. How can we help future students to succeed and also help ourselves this year?

   Ask sophomores (or graduates) if they have any of the following for each of the courses you are taking:

   __ A good description of the requirements, likes and dislikes, lecture styles, examination habits, etc. of your professors

   __ Good sets of lecture notes, reading notes, and study sheets

   __ 3 x 5 cards for definitions, identifications, questions/ answers

   __ Student made practice tests

   __ Old exams

   __ Test-taking tips

   __ Handouts or papers (especially term papers) to serve as models

   __ Audiotapes of lectures, review sessions, tutorials, etc.

   Use the above to create a STUDY FILE for each of your classes.

Week _____: WHO ARE THE BEST AND WORST LISTENERS? HOW DO YOU RATE AS A LISTENER?[1] Record your answers to these questions in your Listening Notebook.

1. _____ is a skilled listener. Name that person and use five words or phrases to describe the best listener you know.

2. _____ is a poor listener. Name the person and use five words or phrases to describe the worst listener you know.

3. How do others see you as a listener? My _____ would describe me as a _____ listener. Use five descriptive words or phrases that each of these people would use to describe you: your parent, a teacher, and a friend.

4. How do you see yourself as a listener? I am a _____ listener. List five descriptive words or phrases that apply to you.

[1]Lyman K. Steil, Effective Listening, St. Paul: Telestar Productions, 1982.

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Week _____: SELF ANALYSIS OF LISTENING STRENGTHS AND WEAKNESSES

Complete the following sentences in your Listening Notebook:

1. I can listen effectively when...

2. I do not listen effectively when...

3. Three listening areas where I feel strongest are...

4. Three listening areas in which I can improve are...

5. My listening goals are... (List at least five)

6. I plan to take the following steps to improve my listening:

SHORT TERM ACTION STEPS

LONG TERM ACTION STEPS

Week _____: LISTENING AND LOOKING FOR THE "3 V's" - VERBAL, VOICE, and VISUAL CUES

The "3 V's" are verbal, voice, and visual cues which speakers use to help their listeners recognize:

(1) Central theme and main ideas or principles
(2) Supporting facts, details, and examples
(3) Organization and relationships of concepts and supporting material.

In each of your classes this week, continue to focus mainly on the course content and take appropriate notes. In addition, study each of your professors to determine what cues he or she is using to help you understand and remember the important information of that course. In your Listening Notebook set aside one page for each important speaker in your life. Focus your eyes and ears on the V's - the three different channels they are using to communicate with you. Use the below headings and do the following: (Note the examples given.)

A. List and describe the content and/or method of what they do or say.

B. By using the above numbers, indicate if what you list is a cue for main idea (1), support (2), or organization (3).

The purpose of this assignment is to improve your listening skills. You are not evaluating the speakers. Each teacher has his or her unique style or technique designed to help you learn. This week concentrate on the TOTAL message and how it is being conveyed.

VERBAL CUES

"This will be on the test" (1)
First..., second..., and last (3)

VOICE CUES

Loud voice (1)
Slow delivery (1) (2)

VISUAL CUES

Outlining the lecture on the chalkboard (1) (2) (3)
Using a transparency to display data (2)
Pounding the lectern (1)

From Effective Your Personal Profile"

10 KEYS TO EFFECTIVE LISTENING

There keys are a positive guideline to better listening. In fact, they're at the heart of developing better listening habits that could last a lifetime.

10 Keys to Effective Listening	The Bad Listener	The Good Listener
1. Find areas of interest	Tunes out dry subjects	Opportunizes; asks "what's in it for me ?"
2. Judge content, not delivery	Tunes out if delivery is poor	Judges content, skips over delivery errors
3. Hold your fire	Tends to enter into argument	Doesn't judge until comprehension complete
4. Listen for ideas	Listens for facts	Listens for central themes
5. Be flexible	Takes intensive notes using only one system	Takes fewer notes, Uses 4-5 different systems, depending on speaker
6 Work at listening	Shows no energy output, Attention is faked	Works hard, exhibits active body state
7. Resist distractions	Distracted easily	Fights or avoids distractions, tolerates bad habits, knows how to concentrate
8. Exercise your mind	Resists difficult expository material; seeks light, recreational material	Uses heavier material as exercise for the mind
9. Keep your mind open	Reacts to emotional words	Interprets color words; does not get hung up on them
10. Capitalize on fact thought is faster than speech	Tends to daydream with speakers	Challenges, anticipates, mentally summarizes weighs the evidence, listens between the lines to tone of voice

Week _____:

Listening Problem Checklist

Directions:

1. DATE: Fill in as necessary each day during your experiment.
2. PROBLEM: Record the negative listening habit which you observe in yourself (I) or others (O).
3. SITUATION: State where it happened, such as math class, phone conversation with parent, talking to friend, advisor, boss, etc. Be specific.
4. OCCURRENCE: Make a check (✓) each time you observe yourself or (X) another engaged in this poor habit.
   Immediately try to correct or avoid this habit as soon as you become aware of it!
5. CORRECTED: Put an (X) on this line when you have conquered this habit.

DATE	PROBLEM	SITUATION	OCCURRENCE	CORRECTED

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Week ____: POSITIVE and NEGATIVE LISTENING RESPONSES[1]

In your Listening Notebook make the following lists and observations:

1. List 10 people to whom you react positively or favorably. What listening problems can result from reacting positively toward a speaker:

2. List 10 people to whom you react negatively. What listening problems can result from reacting negatively toward a speaker?

3. List 5 topics toward which you react postively. What listening dangers or benefits can come from reacting postively toward a topic?

4. List 5 topics toward which you react negatively. What listening dangers or benefits can come from reacting negatively toward a topic?

5. How do your reactions help or hinder you in your efforts to become a better listener.

6. How can you eliminate or modify any of your responses which you feel are harming you? For instance, you might want to withhold judgment; respond rationally to the message and not emotionally toward the speaker or topic; "plan to report," i.e. to tell someone else what you heard - what the message was and not how you felt about it. Be specific! Generalizations do little good. Name who, what, where, when, how and why you can change your responses.

7. Make a list of behaviors you can adopt if you want to be responsible for knowing more about a topic which you often want to tune off or block out.

8. Make a list of behaviors you can adopt if you wish to be responsible for knowing what a speaker you dislike has to say.

[1]Lyman K. Skeil, Effective Listening, St. Paul: Telestar Productions, 1981.

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Week _____: ATTENTION HABITS LOG

In your Listening Notebook keep a log of your attention habits for five week days by describing fully the listening situation: who, what, where, when, why, and how you did or did not listen.

1. List the occasions when you found you were very attentive.

2. List and describe the time you found yourself tuning out.

3. Describe why you stopped listening.

4. Describe what you found yourself thinking about when you tuned out.

5. What was the average length of your attention spans?

6. Was it more difficult to pay attention in one situation than it was in the others?

7. What was the most common reason(s) for tuning out?

8. How frequently did the same subject(s) recur in your thoughts or daydreams as you were tuned out?

9. Did your attention spans lengthen as you continued doing this exercise?

10. Could short attention spans be a probable cause of your not doing well in a class that requires a great deal of listening?

11. How can you increase your attention span?

12. Were you honest while keeping this log of attention habits? Why or why not?

Week ____: LISTENING TO TEN IMPORTANT PEOPLE IN YOUR LIFE

Select ten (10) people you could listen to with profit, including your teachers and advisor.

1. In order to evaluate your listening habits and skills with these people, in your Listening Notebook devote a separate page to each of them. Put his or her name or role on the top line. Write the specific date, time, and situation which you are evaluating.

2. List the benefits you could derive from improving your listening to him or her.

3. List the strategies you plan to use to improve your listening with this individual.

4. Discuss to what extent you were successful in at least four of these areas:

   *Listening for ideas and central themes

   *Judging content, not delivery

   *Searching for areas of interest

   *Not jumping to conclusions

   *Taking notes but adjusting your note-taking to the speaker

   *Concentrating - resisting distraction

   *Using the fast pace of thought to your advantage

   *Checking your emotional involvement and reactions

   *Exercising your mind, working at listening, and not giving up

5. What are your specific objectives for your next listening situation with this person?

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Week ____: LISTENING TROUBLE-SHOOTING

In your Listening Notebook keep track of listening breakdowns which might have happened recently. Did you misunderstand directions? Did something go wrong with your plans? Did you "goof up" in any way? Check to see if poor listening was involved. Find out WHY you made the error. Briefly describe each breakdown then investigate the causes for these breakdowns and discuss how you could have avoided the problem. Possible problem areas include these:

*My vocabulary did not "match" speakers' vocabulary

*My background knowledge, skills, or attitudes did not "match" speakers'

*I could not keep up with speaker's pace, organization, or delivery style

*I reacted emotionally

*I was bored or had no interest in topic

*I didn't concentrate or attend

*I became insecure and defensive

*I gave in to distractions (what were they?)

*I didn't write down the assignment or directions

*I "heard" what I wanted to hear and not what was said.

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Week ____: AN IN DEPTH ANALYSIS OF A LISTENING SITUATION

Focus on one listening situation with one of the ten people with whom you are trying to improve your listening. In your Listening Notebook answer completely each of the following questions:

1. Did I really want to listen to her? Did I anticipate her reason for speaking and my reason for listening?
2. Did I really try to listen to him?
3. Did I show her that I was interested in listening to her by both my verbal and nonverbal cues?
4. Did I comprehend each point he was trying to make?
5. Did I understand her words in terms of their intended meanings? If not, did I ask for clarification?
6. Did I restate his ideas and feelings accurately?
7. Did I let her speak at least 50 percent of the time? Did I interrupt? Did I change the subject?
8. Did I become upset? angry? threatened?
9. Did I weigh the verbal evidence she used to support her points?
10. Did I try to look for evidence that would prove her right? wrong? Did I look for evidence to prove my own viewpoint?
11. Did I generally jump to conclusions?
12. Did I make decisions or judgments before he finished?
13. Did I pinpoint her assumptions and compare them with my own?
14. Did I study the nonverbal message - his voice, posture, actions, gestures, and facial expressions as he talked in order to figure out his feelings and unstated meaning?
15. Did I listen "between the lines" for unspoken meanings behind the words.
16. Did I take notes and/or "plan to report?"

[1]Antony Alessandra, The Art of Managing People, Englewood Cliffs, N.J.: Prentice-Hall, 1980.

Week ____: LISTENING NOTEBOOK ANALYSIS - IDENTIFYING GOOD AND POOR LISTENING BEHAVIORS[1]

Use your Listening Notebook entries to help you evaluate what you do listen to:

1. Identify the people who have a strong influence on you? Do you absorb, sponge-like, the utterances of certain people such as these: rich people? poor people? clergy? older people? parent figures? young people with certain accents? attractive people? educated people? articulate people?

2. When you hear something with which you agree or feel yourself going along with the speaker, ask yourself why. Does the idea, the thesis, the viewpoint really make sense, or are you being carried along? Usually its a good idea to suspend your acceptance until you have had a chance to think about it.

Use your Listening Notebook entries to help you determine what or to whom you do not listen. Keep these factors in mind:

1. SUBJECTS: Do you fail to listen when certain subjects (arise)? If you know which subjects you tune out, you can redouble your alertness when these topics arise and force yourself to listen despite your bias.

2. PEOPLE: Are you blocking out the value or validity of the ideas of any speakers because of their age? sex? race? accent? occupation? hair style? mannerisms? manner of dress? nationality? personal habits? social class? height or weight? position relative to yours? way of speaking? volume of speech? or any of hundreds of other factors you feel you perceive about people?

2. ENVIRONMENT: Are you less likely to listen in offices, classrooms, hospitals, dorms, or some other place(s)?

4. TIMES: Are you less likely to listen at certain times? When?

5. COMBINATIONS OF FACTORS: You may feel you are not biased about listening to women or to the topic of finance. But do you tune out when women discuss finance? Or refuse to listen to fat people in restaurants?

[1]Thomas E. Anastasi, Jr., Listen! Techniques for Improving Communication Skills, Boston: CBI Publishing Co., 1982.

THIS IS NOT A HANDOUT!

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ORAL PROBLEMS TO SOLVE

One of these kinds of problems, riddles, or "following directions" exercises may be given at the end of either a class, tutorial, or advising session:

A. EASY RIDDLES

1. Why was Adam's first day long?
2. There is a word that is pronounced wrong by nearly every teacher in the U.S. It is a common word that every alert student will recognize. What is it?
3. What ten letter word starts with g-a-s?
4. What tree do people look for when they're hungry?
5. What animals are in banks?
6. Why is the letter D like a sailor?
7. What has five eyes and goes south?
8. What makes you sick if you take away the first letter?
9. What goes on and on and has an eye in the middle?

The above are from Oscar Weigle's Jokes and Riddles, N.Y.: Grosset and Dunlop, 1962.

B. BRAIN TWISTERS

1. If you had only one match and entered a room in which there was a kerosene lamp, an oil burner and a wood-burning stove, which one would you light first?
2. Some months have 30 days. Some have 31 days. How many have 28 days?
3. You are the driver of a bus that can carry 48 seated passengers and 16 standing passengers for 50 miles, or 32 seated passengers and 10 standers for 300 miles. How old is the bus driver?
4. A farmer had 17 sheep. All but 12 died. How many did he have left?
5. A man claimed he found some gold. Coins dated 46 B.C. Do you think they were genuine?
6. How many animals of each species did Moses take on the ark with him?

7. A doctor had a brother who went out west. But the man who went out west had no brother. How can this be?

C. ANALYTICAL REASONING

1. Cross out the letter in the word fireplace which is two letters before the letter that precedes the 1.

2. You are facing north. You turn left, make an about-face, turn right, and turn right again. Which direction is behind you?

3. In Hicktown streets that begin with a consonant run east-west unless they also end in a consonant. If they begin and end with a consonant, they run north-south. Other streets can go either way. Alice street is perpendicular to Burton Street. In which direction does Burton run?

4. Select the number that should appear next: 1 ½ 4 2 7 3½ 10 5 ____

5. A politician claims that all Protestants and all homeowners in town will vote for her. How many votes does she claim, using these statistics? Draw a Venn diagram:

   Protestants..... 500
   Homeowners.....1000
   Protestant homeowners.... 300

6. A train left city A at 9:35 and arrived at city B 5 hours and 40 minutes later. What time did it arrive at city B?

7. Make a Venn diagram showing the relationships between cats, animals and cars, using one circle to represent cats, another to represent animals, and a third to represent cars.

D. ANALOGIES

1. Elephant is to small as _____ is to _____.

   a. large : little
   b. turtle : slow
   c. hippo : mouse
   d. lion : timid

2. Hospital is to sickness as _____ is to _____.

   a. patient : disease
   b. doctor : patient
   c. jail : prisoner
   d. school : ignorance

3. Optimist is to pessimist as _____ is to _____.

   a. solace : morose
   b. sanguine : morose
   c. benefactor : patron
   d. eulogy : gloomy

The Analytical Reasoning and Analogies problems are from Arthur Whimbey and Jack Lockhead's Problem Solving and Comprehension, 3rd ed., Philadelphia: Franklin Institute Press, 1982. Their "cognitive therapy" is based on two problem solvers talking and listening to each other. See also Whimbey's Intelligence Can be Taught, N.Y.: Dutton, 1975.

NO. 16: (Read aloud)

a. Write your name in the upper right corner of your paper.

b. Write the sum of 8 and 5 in the center of your paper.

c. Write the sum of 6 and 6 below the first sum.

d. If the first sum is less than the second sum, write the product of 4 and 5 next to the first sum. If the first sum is the same as the second sum, write the product of 3 and 5 next to the first sum. If the first sum is more than the second sum, write the product of 2 and 5 next to the first sum.

e. In the lower left corner of your paper, write the product of 2 and your first product.

f. In the lower right corner of your paper, write the quotient of your first product divided by 2.

g. Write the sum of the two sums below the second sum.

h. If you know how to spell "cat," then underline your name. Otherwise, circle your name.

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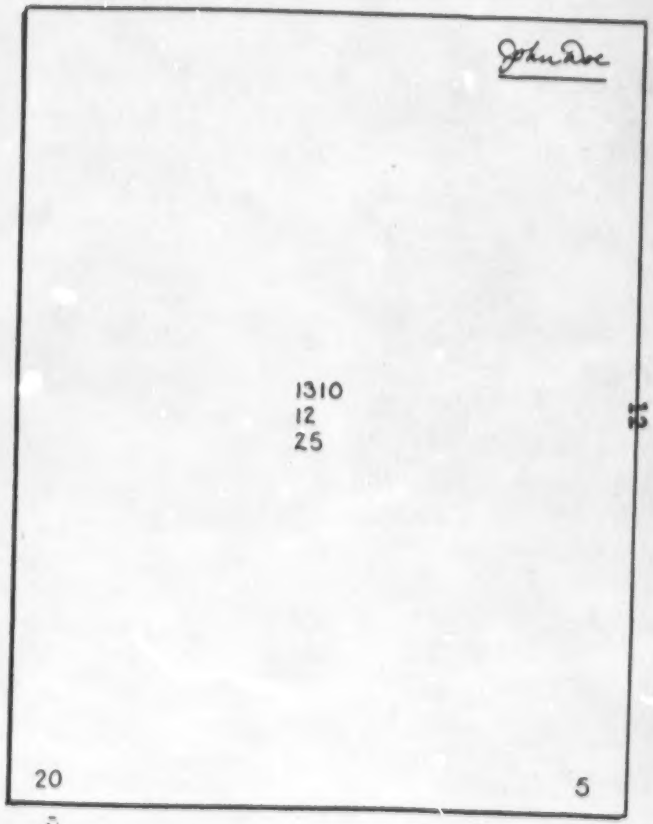
PROBLEM NO. 16



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ANSWERS TO LISTENING PROBLEM-SOLVING QUESTIONS

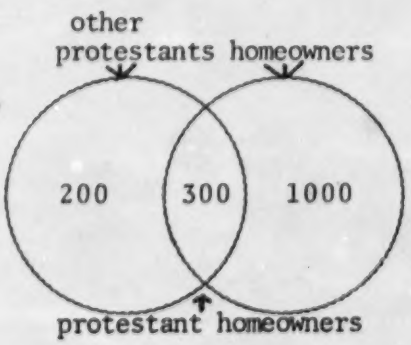
A. Riddles

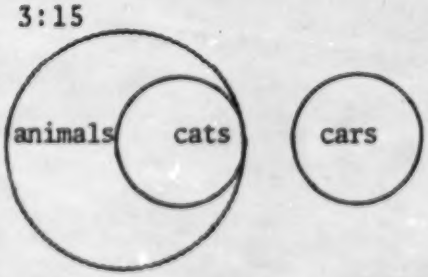
1. There was no Eve
2. Wrong
3. Automobile
4. Pantrys
5. Does and bucks
6. Because it follows the "C"
7. Mississippi
8. Music
9. Onion

B. Brain Twisters

1. The match
2. All of them
3. How old are you?
4. 12
5. No. - B.C. means before Christ's birth
6. It was Noah and the Ark
7. The doctor was his sister

C. Analytical Reasoning

1. Fireplace
2. East
3. East-West
4. 13
5. 

6. 3:15
7. 

D. Analogies

1. d 2. d 3. b

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